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On July 19, 1968, a Task Force on Vocational and Technical Education was created by the governor of Ohio to develop proposals for organization, financing, and legislation. Some major problems to which the Task Force gave attention were: (1) the serious gap between the need for and the availability of vocational and technical education, (2) the lack of relevancy of the present system of education, (3) the unemployment problem of many young people because of lack of job training and skills, (4) the lack of opportunity for adult vocational or technical training, (5) the need for school district reorganization, (6) the lack of liaison between public education and industry, and (7) the relationship of job availability and the supply of trained persons to the future economic growth of Ohio. Some recommendations were: (1) initiation of a massive information program on vocational and technical education, (2) the alliance and identification of technical education with higher education, (3) organization of joint vocational school districts on a complete county or multi-county basis, (4) greater availability of vocational education facilities, (5) certification of teachers with a trade or industrial background and a minimum of formal teacher-training, and (6) distribution of state funds on the basis of need. (DM)

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A REPORT BY

THE GOVERNOR'S TASK FORCE

ON VOCATIONAL AND TECHNICAL EDUCATION,

JANUARY 5, 1965

VT007754

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A REPORT BY

THE GOVERNOR'S TASK FORCE

ON VOCATIONAL AND TECHNICAL EDUCATION

On July 19, 1968, by executive order, Governor James A. Rhodes created a Task Force on Vocational and Technical Education to make studies and recommendations for vocational and technical education in Ohio, including proposals for organization, financing and legislation. This is the Report of the Governor's Task Force. It is a consensus. Individual members of the Task Force may wish to alter the emphasis given specific items.

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STATE OF OHIO

Executive Department

OFFICE OF THE GOVERNOR

Columbus

EXECUTIVE ORDER

WHEREAS, the people of Ohio endorse the concept that preparation for employment through programs supported by government at federal, state and local levels constitutes a basic human right; and

WHEREAS, the people of Ohio support the goal of such educational improvements as will guarantee preparation for employment for every person in the State who will thereby gain enhanced employability; and

WHEREAS, the existing structure of education is for the most part oriented to serve the needs of students seeking employment in which higher education is requisite and so neglects to serve adequately the needs of students whose goal is employment requiring preparation geared to work skills or to the attainment of para-professional knowledge; and

WHEREAS, the existing law requiring a separate and additional level of taxation for vocational school districts inhibits the rapid expansion of vocational education needed by the citizens of Ohio; and

WHEREAS, vocational rehabilitation funds available as grants-in-aid from the federal government are not now fully utilized; and

WHEREAS, the concept of a"handout" for welfare should be replaced by the concept of job training and employment for every welfare recipient who can thereby become self-sustaining; and

WHEREAS, lines of demarcation have now been agreed to by the State Department of Education and the Ohio Board of Regents, which guidelines are embodied in a "Memorandum of Understanding on Technical and Vocational Education between the Ohio Board of Regents and the Ohio Department of Education;"

NOW, THEREFORE, I, JAMES A. RHODES, Governor of Ohio, do hereby create the Governor's Task Force on Vocational and Technical Education, which Task Force shall be under the chairmanship of Dr. John C. Ullery and comprise the members listed.

I FURTHER ORDER that the Governor's Task Force on Vocational and Technical Education convene initially on the call of its Chairman, adopt such rules of procedure as suit its needs and thereafter conduct

such exploration as is required to prepare, in the form of draft legislation for submission to me and to the majority and minority leadership of the 108th General Assembly, recommendations for a modern and rational structure for vocational and technical education in Ohio. Such structure shall embrace revenue sources adequate for the support of needed vocational and technical education. It shall contemplate initial use of existing facilities such as public and private schools, factories, university branches, community colleges, technical institutes, union halls and business establishments, leaving the construction of housing for vocational and technical education for second phase accomplishment.

I FURTHER ORDER AND DIRECT that all departments and agencies of the State of Ohio under my jurisdiction cooperate in the supplying of information to the Task Force and that the Department of Finance supply clerical and printing support.

IN WITNESS WHEREOF, I have hereunto subscribed my name and caused the Great Seal of the State of Ohio to be affixed at Columbus, this 19th day of July, in the year of our Lord, one thousand nine hundred and sixty-eight.

JAMES A. RHODES (Signed)

Governor

Attest:

TED W. BROWN (Signed)

Secretary of State

THE OHIO STATE UNIVERSITY
UNIVERSITY HOSPITAL
DEPARTMENT OF OBSTETRICS AND GYNECOLOGY
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COLUMBUS, OHIO 43210

JOHN C. ULLERY, M.D.
Professor and Chairman

GOVERNOR'S TASK FORCE ON VOCATIONAL AND TECHNICAL EDUCATION

The Honorable James A. Rhodes
Governor, State of Ohio
State House
Columbus, Ohio 43215

January 6, 1969

Dear Governor Rhodes:

Attached are the findings and recommendations of your Task Force. As you know we have traveled through much of the State gaining first-hand knowledge of both problems and possible solutions in the area of vocational and technical education.

We found the problems critical, urgent and broadbased, calling for solutions that are bold and imaginative.

We have been able to gear our analysis to a set of goals that reach toward equal educational opportunity for all Ohioans and an equalized financial effort for all Ohioans.

Unfortunately, today neither equal opportunity nor equal effort exists.

You realized this and related some of the inequities to us at our initial meeting.

The problems and solutions contained herein are derived from the views and ideas of many individuals and groups. We, as committee members, accept responsibility for their inclusion.

The end product and goal of the Task Force is to see that more Ohioans are employed, in better jobs, by breaking the barrier of unequal opportunity in job education.

We recognized that it will cost more money to provide boys, girls and adults of low and middle income families with equal job opportunities, but we are confident that the people of Ohio want and will support such a program.

This must be done with the greatest possible efficiency, making full use of the best available procedures and methods of organization, to assure voters that tax funds for education are used effectively and economically.

Possibly, the legislative process will refine the suggested solutions. We are far more concerned with a workable program than we are in credit for authorship.

There will be forthcoming at an early date further detailed income and cost data which you will need in making further judgements.

I take this opportunity to thank you, all members of the Task Force - who gave their time, and all of the numerous contributors to this report.

Sincerely,

John C. Ullery, M.D.

John C. Ullery, M. D.
Chairman

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JOB-ORIENTED EDUCATION

Vocational and Technical -- The Differences

For the purpose of clarification -- Vocational Education in this report refers to job-oriented training at the high school level or earlier, including work experience -- Technical Education refers to advanced job training after high school in technical institutes associated with higher education programs, and leading to associate degrees.

INTRODUCTION

The United States was built to its present stature because its citizens worked and enjoyed the benefits of work. The Ethic of Work -- of individual initiative, of individual benefit, of individual saving -- was the cornerstone of our society and is today the keystone of our material well-being.

The wealthy work, the middle class work, and the poor can change their social and economic status by work. In our economy, rewards are distributed on the basis of individual contribution to the total productive effort.

The world of work is changing in this country. More and more of today's jobs require better and better educational preparation of the worker.

Our educational system should reflect this. Job-oriented education must not be the dumping ground for the backward, problem cases, or the unskilled, although these persons need help. Vocational Education must become an honored partner in the educational enterprise. Graduates must have a genuine choice of immediate, good employment or higher-level education.

Occupational training should be available to the school dropout and should be offered both during the daytime hours and at night.

Technical Education beyond high school deserves to be integrated into higher education. The graduate of a technical institute deserves to take his place alongside the professional, and in his role as a professional associate, should be ready to make his full contribution to professional enterprise.

Only an educational system with these objectives, including professional education at the highest level, can meet the needs of Ohio as we finish the Twentieth Century and prepare for the Twenty-First.

SUMMARY AND CONCLUSIONS

PROBLEMS ...

1. A serious gap exists between the need for and the availability of vocational and technical education in Ohio.

2. The present system of education is not relevant to the needs of 75 percent of the students.

3. In a period of high employment, many young people are unemployed because they lack job training and skills. Many never have had jobs.

4. Nearly a million Ohioans could get better jobs if they could get adult vocational or technical training.

5. Ohio's gerrymandered school districts guarantee unequal educational opportunity.

6. The need for school district reorganization is critical.

7. Taxable property wealth per pupil varies from $3,000 in one school district to $147,000 in another.

8. In higher education, there is no basic formula for sharing costs among state government, local government and the student.

9. There is not adequate liaison between public education and industry.

10. The future economic growth of Ohio and Ohioans totally depends on the availability of jobs and the availability of trained persons for those jobs.

SOLUTIONS ...

1. A massive informational program is needed to gain recognition of the proper status and role of vocational and technical education. Learning a trade, skill, occupation or craft is just as worthy as learning a profession. Most jobs today, and almost all new jobs in the future, will require some skill acquired through formal training.

2. Technical Education must have a clear alliance and identification with higher education. All Technical Education programs belong under the Board of Regents. Associate Degrees with university sanction should be awarded to students who satisfactorily complete 2-year Technical Education courses.

3. A new county-wide educational organization is needed. In the place of present County Boards of Education, County Councils of Education are proposed, empowered to levy countywide income taxes to support employment-oriented education, to reorganize and dissolve present school districts, and to assign pupils and teachers.

4. The new County Councils of Education should have the power to act jointly with other counties for the benefit of employment-oriented education.

5. The State Superintendent of Public Instruction should establish and staff regional service districts to assist local schools in improving administration. A first task should be better space utilization.

6. Recommendations of the Little Hoover Commission Report on Education, as approved by the Practitioner Panels, should be put into effect as soon as possible for efficiency and economy.

7. Organization of Joint Vocational School Districts should be on a complete county or multi-county basis.

8. Employment-oriented education should be integrated into college or university preparatory education. The non-college bound student should not be isolated from the student who is college bound.

9. Opportunities for employment-oriented education should be broadly expanded. Vocational education facilities should be available to students 18 hours a day and 300 days a year.

10. Protective laws governing employment of children must be so implemented as to encourage students to get work experience under school jurisdiction.

11. Opportunities must be afforded for teacher re-training and re-orientation to expand employment-oriented teaching.

12. Changes in teacher certification must be made so that qualified persons with a trade or industrial background may be used in vocational teaching with a minimum of formal teacher-training.

13. The Superintendent of Public Instruction and Chancellor of the Board of Regents in the vocational and technical education areas respectively should have authority to license private schools for employment-oriented training.

14. All taxes levied by a county for education should be distributed through the new County Council of Education to equalize per pupil tax resources.

15. A new state-levied gross retail receipts tax of one percent should be earmarked for education.

16. Minimum school operating tax millage requirements to qualify for state aid should be raised from 17.5 mills to at least 25 mills.

17. An education income tax levied by a County Council of Education should be permitted as a means of partially replacing property taxes.

18. State funds for construction of vocational facilities should be distributed on a basis of need.

19. State distribution of operational funds should be based solely on need, starting with the 1972-73 school year.

20. Technical Education construction funds should be made available through revenue bonds issued by an agency of the State of Ohio.

WE FACE A CRISIS ...

THE PROBLEM ... ATTITUDES ...

The appointment of this Task Force indicates the Governor's recognition of a gap between the need for and the availability of vocational and technical education in Ohio.

The Task Force also noted a significant divergence in attitudes. The Task Force was encouraged by the attitude of classroom teachers to the problem. They see almost daily the frustration of students dealing with an educational system that leaves the student only two choices: a college education or a generalized education that seems to have no direct value to the student.

The student attitude is reflected in a 25 percent dropout rate between kindergarten and 12th grade. The present system of education is not relevant to the needs of 75 percent of students who will not earn a vocational diploma or an associate or higher degree.

The Task Force feels this frustration stems from an attitude of education that neither recognizes individual abilities nor provides programs based on individual needs.

Unfortunately, many governmental leaders have not been sympathetic toward employment-oriented education. They seemingly lack knowledge of its programs and benefits and do not recognize the unfilled need.

Many education leaders do not see the necessity of change from their present programs, tending to downgrade employment-oriented education. The Task Force feels this has come about because vocational education unfortunately was for years the dumping ground for the slow learner, the disciplinary problem student and other "unwanteds" on the educational assembly line.

Industrial leaders know the school system is not producing graduates who are immediately employable and productive. Therefore they are particularly unwilling to hire a teenage male until he has some experience and can show a good work record. Few education programs in Ohio are now able to fill his need.

Many parents have not been concerned about the system of education because their leaders were not concerned. Most have accepted that going to college is the prime measure of success. Parents seldom look upon success in employment as proof of accomplishment.

The image of Vocational and Technical Education has not had luster. Most Ohioans cannot distinguish between the two terms let alone know the benefits of the programs to Ohio's total economy.

Ohio's present educational system, after 160 years of development, leaves much to be desired with respect to preparation of young people for full and productive lives. The Task Force noted these items:

1. 30,000 drop-outs and force-outs a year. Every five years this adds at least 150,000 untrained, unskilled and largely unemployable persons to the labor market.

2. 83 percent of the unemployed in Ohio are under 35 years of age.

3. 50 percent of these unemployed did not finish high school.

4. Nearly 50 percent completed high school but still cannot find work.

5. 28 percent of Ohio's unemployed young people have never held a job.

The Task Force found these figures particularly distressing because 1963 is a period of full employment. Many employers are working employees overtime in order to meet demands for their products.

An estimated 250,000 Ohioans could get better jobs with a minimum of additional training. Possibly 1,000,000 Ohioans could get better jobs through comprehensive adult vocational or technical training. Without it, these persons will remain stagnated at their present level of skills.

Last year, for example, Cleveland Public Schools graduated 6,211 pupils, but 4,722 dropped out of Junior and Senior High Schools.

Ohio has led the nation in industrial development. However, future development is threatened unless we have a trained and skilled labor force in adequate numbers available for industry. Ohio industry can upgrade some present employees and can import some skilled craftsmen and technicians from outside the state. However, it would be far better if a ready pool of skilled workers could be supplied from the ranks of Ohioans who now lack necessary skills but who are trainable.

One of the biggest potential sources of skilled labor in Ohio is our youth. Yet last year only five percent of the 150,000 graduates were employment-trained or skilled to a degree acceptable to employers.

The Governor and the Task Force are concerned. After concentrated study the Task Force is convinced that a crisis exists.

WE FACE A CRISIS ...

THE PROBLEM ... ORGANIZATION ...

It has been said that the 1968 organization of primary and secondary education in Ohio might well be documented, bound in leather and given to the Ohio Historical Society. It is over a century old and well-preserved.

The 646 separate and gerrymandered school districts -- along with 88 county boards of education -- and numerous joint vocational districts seem to guarantee unequal educational opportunities. The Task Force studied the Little Hoover Commission Report on education and realized the cost of our deficient educational organization in money is great. The social problems caused by the inequality it fosters are incalculable. The cost in wasted lives is tragic.

The need for school district reorganization is already critical. It can be ignored only at the price of more wasted lives.

It would be improper to say our fragmented approach to the most critical problems of our society is the fault of any one person, one political party or even one generation. Structural changes on any level of government seldom come in time to avoid crises. It might seem unfair to single out education for attack. However, education is the largest state-local expenditure; education affects the greatest

numbers of people and education must be one of the basic human rights. It necessarily follows that education should have first priority for rational reorganization.

The Task Force feels that any new program of employment-oriented education must be correlated with other changes in organization of the school system necessary for reasons of finance, efficiency and program.

While somewhat cumbersome, the present structure of organization of Technical Education is generally acceptable. It can be improved, and through this improvement the image of Technical Education enhanced. Technical Education is reasonably new on the educational scene. Its weak points are being studied. Any needed reorganization should be done at this point, because the longer the wait, the more difficult change becomes.

Ohio's recent efforts toward Technical Education have provided a strong foundation upon which a new and expanded program can be built. The Board of Regents has what appears to be a workable and realistic set of criteria for programs. The Board of Regents also has set realistic standards and guidelines for new construction. In short, the Board of Regents has the plan -- now it must be expanded to meet current and future needs and implemented quickly.

The Board of Regents' master plan calls for doubling the number of enrollees by 1975. However, if that plan could be implemented instantly, it still would not meet 1969 industry needs.

WE FACE A CRISIS ...

THE PROBLEM ... PROGRAMS ...

The programs of education today are often not relevant to the student's needs. Most programs within elementary and secondary education in Ohio have changed very little in this century, even though Ohio has moved from an agrarian society through an industrial phase to the rapidly advancing technological society that we live in today.

By 1980 Ohio job needs will be as follows:

45 percent of employees will need specific employment training -- a Vocational Diploma.

25 percent of employees will need a Technical or Academic Associate Degree.

20 percent of employees will need a College Degree (Bachelor's Degree or higher).

10 percent of employees will need a High School Diploma or equivalent.

The educational system today produces the following:

UNTRAINED

45 percent who will have a high school diploma without job training.

25 percent who will drop out of the system with no training.

TRAINED

15 percent who will have a College degree-job related.

10 percent who will have a Technical or Academic Associate Degree-job related.

5 percent who will have a Vocational Diploma-job related.

These figures show the present educational programs are not reflecting the employment needs of the student, or the needs of those adults beyond school age who are untrained or under-trained to fill available jobs.

The Task Force concluded there is little correlation at the primary and secondary levels between future employment opportunities and current education programs. There is no effective effort by colleges and universities to supply the kinds of teachers needed to staff an employment-oriented education system.

The Task Force found little, if any, liaison between the planners in public education and private vocational and occupational schools.

The Task Force was able to find no significant liaison between the planners in public education and industry. The present programs give a boy or girl, who cannot achieve at the rate of the college bound or

who do not want to go to college,only two alternatives. The first is to drop out of school at the earliest opportunity and be unemployed; the second is to hang on and finish a general course, then become unemployed or underemployed. As long as the problem is ignored the school systems will continue to dump hundreds of thousands of untrained young people into a society constantly becoming more complex and technically demanding.

Ohio leads the nation in industrial development. We will continue this lead only if we make a massive forward leap in industrial, commercial, occupational and technical training. <u>The future economic growth of Ohio and all Ohioans is totally dependent upon availability of jobs and the availability of trained persons for those jobs</u>.

WE FACE A CRISIS ...

THE PROBLEM ... FINANCES ...

The problem of financing both Technical and Vocational Education is great. Funding the needs of Technical Education, however, is simpler than funding the needs of Vocational Education.

The root problems in both cases are like those that affect the present public educational system in Ohio.

Equal educational opportunity at the primary and secondary level is simply not available and equal tax effort does not exist.

As an example (from 1967 figures) property tax value per pupil ranged from $3,000 in one school district to $147,000 in another. The lowest property tax rate for school purposes in 1967 was 9.00 mills and the highest was 44.00 mills. Ironically, the 9.00 mills yielded more dollars per pupil than did the 44.00.

Although recent sessions of the General Assembly have doubled the state's contribution to schools, local tax inequities and state foundation flaws have combined to help the rich grow richer and the poor to become at best only a little less poor.

The massive success of Ohio's industrial development program during the last five years has helped widen the gap between "rich districts"

and "poor." The school districts that get the new or expanded factories or businesses seldom have all or even most of the pupils. Usually one school district gets the plump tax base while surrounding districts get the fiscal burden of educating the children.

The present state foundation program does not solve the problem. Therefore, these questions are raised:

1. Should the present foundation program be continued?
2. Should schools continue to be financed only by local property taxes and state aid?
3. Should a needed education program be available only in wealthy districts and in those willing to tax themselves excessively?
4. How can we stop the waste of state and local funds resulting from poor business practices at the local level?
5. Should we have three different classifications of secondary school districts?

Although the State has provided funds for vast expansion of higher education facilities, there is no reasonable formula through which state government, local government and the student share costs. This lack inhibits growth, notably in technical institutes, community colleges and university branches.

The Task Force also discovered little student-loan financing available in the "high risk" areas. It appears that prospective

college or technical students from low-income homes face difficult or impossible problems in obtaining educational loans.

The Task Force recognizes that local government needs a strong tax base and that the state can no longer rely on a retail sales tax as narrowly based as the present Ohio tax. The Ohio Constitution, the Courts and the Ohio General Assembly have granted so many special exemptions that the current 4 percent rate yields only what 2½ or 3 percent is yielding in comparable states. Because of this, the Ohio sales tax does not adequately share in the economic growth that Ohio enjoys and is not keeping pace with the cost of education.

WE FACE A CRISIS ...

SOLUTIONS ... ATTITUDES ...

We must evoke an attitude of concern equal to the severity of the problem. The Governor of Ohio has called it a "crisis."

All leaders must accept and disseminate these truths:

> Learning to work, and working to earn are basic human rights.
>
> Learning a trade, skill, occupation or craft is just as worthy as learning a profession.
>
> Most jobs today, and almost all new jobs in the future, require some skill acquired through formal training.
>
> Industrial growth will grind to a stop if skilled workers are not at hand to perform necessary jobs.

The Task Force received from the Cleveland school administration some significant statistics on student attitudes toward vocational education programs. They concern two schools in the Cleveland system, East Tech and John Adams. Both are core-area schools, both have a large percentage of students who have had disciplinary problems in the past, both have a large percentage of learners who achieve below average levels, both have considerably above-average drop-out rates.

During the current school year, between September 9, and December 12, 1968, 8.8 percent of the total enrollment at East Tech dropped out of school. During this same period, the drop-out rate of students enrolled in approved vocational education courses was only 1.7 percent.

At John Adams, drop-outs equaled 6.8 percent of the total enrollment during the same period. The drop-out rate for those enrolled in approved vocational courses was only 1.9 percent.

These figures reflect the attitude of students toward a relevant education.

Cleveland, with the State of Ohio and the Federal Government, is moving rapidly on this problem.

To improve attitude the Task Force recommends:

1. A massive informational program should be conducted, utilizing all public media to present Vocational and Technical Education as rewarding and worthy choices in education.

   The Governor of Ohio should continue leading in this area as should all other key personages in government and in education. Positive facts concerning employment-oriented education should be presented.

2. Areas of responsibility for this program should be assigned.

The State Superintendent of Public Instruction should organize all information programs calling for school district involvement.

The Director of Development should enlist the support of leaders in business, commerce and industry. The Directors of Employment, Urban Affairs and Welfare should marshal their clients into available programs. Local education leaders should recruit business, commerce, labor, parental, social and educational interests at the county or sub-county level.

3. Leaders in the mass communication media must grasp the scope and nature of the crisis.

Leaders in all related fields should funnel to the mass communications industry facts on every aspect of the problem. These state and community leaders should pose the problems and discuss solutions with reporters, editors and publishers. The recommendations contained in this report are the best ways the Task Force has found to solve the crisis, but they are not to be interpreted as exhaustive or exclusive.

4. Vocational Education should be uniformly defined as skilled-job-oriented.

   All leaders should know vocational education as a program to prepare students for meaningful employment and to give them some actual job experience before high school graduation.

5. Technical Education should be uniformly defined as college-level preparation.

   All leaders should understand technical education as a two-year college-level education that prepares students to assist graduate professionals in many diverse fields including medicine and engineering. Technical education should prepare for para-professional employment and should offer an Associate Degree from a respected university or college.

6. Potential students should be told the value of an employment-oriented education.

   The Board of Regents reports that the graduates of technical education programs are starting at salaries ranging upwards from $6,000 a year.

   Columbus want-ads show that a beginning welder with knowledge of the field and work experience can expect to earn nearly $6,000 per year.

The International Brotherhood of Electrical Workers reported any of its members, after apprenticeship, can earn $12,000 in 1968, and because of contracts already signed, can expect to earn $17,000 in 1971 based on a 40-hour week.

For comparison, beginning instructors at universities often earn below $6,000 a year, although the average reported salary for a full professor at Ohio State University was $16,465 during the 1968-69 school year.

Facts comparable to these, compiled locally, can show the economic value of an employment-oriented education.

7. Parents must learn to value employment-oriented education. Leaders at all levels must assure parents that a college degree in itself does not guarantee success or happiness. Success and happiness are relative, and mean different things to every individual. Employment at the highest level of an individual's interest and ability is a measure of success and inherently satisfying.

SOLUTIONS ... ORGANIZATION ...

As stated earlier in this report the organization of Technical Education is reasonably efficient; however, the Task Force believes improvements can be made and by so doing the image of Technical Education enhanced. Technical Education must have a clear alliance and identification with higher education. Therefore, a new management organization should be formed to promote the alliance and provide for complete cooperation between the Technical Education Centers and State Universities.

The Task Force recommends:

1. A new University College organization should be formed by the Board of Regents.

   The Board of Regents should implement and coordinate the plan it now has under consideration. This will involve the two-year facilities, including Technical Education Centers. The state would be organized into five geographic regions, Northwest, Northeast, Central, Southwest, Southeast. Three presidents of major

universities within each region would serve as a board for their own university college region. Their initial task would be to assist in the employment of an administrator who would supervise the day-to-day operations of the two-year institutions in the region. He could also, through his board, promote cooperation among the university college region and the existing four-year institutions.

Proposed regions are shown on MAP #4 following text of this report.

2. All Technical Education programs should be placed under the jurisdiction of the Board of Regents.

The Task Force feels all students who complete similar study programs should have similar rewards. In this respect the present system is unfair: students in programs under the jurisdiction of the Board of Regents earn Associate Degrees, while students in programs under the State Department of Education receive "diplomas". The best way of recognizing that Technical Education is college-level in stature is to place the whole program under the Board of Regents. The Task Force feels a system to

phase the Education Department programs into the Board of Regents programs must be worked out between the two parties as soon as possible.

The Task Force feels the organizational problems facing the vocational education programs are more complex, therefore a more complete restructuring is necessary.

3. A new county educational entity should be formed. When organized it would replace the county board of Education.

For working purposes the Task Force has called this new entity a County Council of Education. This council would be composed of three, five, seven or nine members depending upon the size of the county involved. It would elect a president from its own members. The members of the council would be elected from single member districts drawn using the one-man one-vote principle. The council should have broad powers both in policy and administration. The Task Force feels the County Council should have at least the following powers if necessary to be granted by constitutional amendment:

a. The power to levy a countywide income tax, should it deem one necessary to implement employment-oriented or other

education. This taxing power would be available for education only.

b. The power to reorganize and dissolve school districts within their counties to provide adequate efficient education for all students within the county.

c. The power to assign pupils to any school to provide equal educational opportunity.

d. The power to assign teachers to any building in the county on a basis of student need for the teachers' services.

e. The power to join with other counties for the benefit of employment-oriented education and other services. In doing this the existing county councils could dissolve themselves and a new council formed with its number of members based on the total population of the two (or more) counties and a new council would be elected from single member districts. County lines would be ignored for districting, election or educational purposes in this case.

4. The council should be elected no later than the third general election after the 1970 federal census figure

becomes official.

5. County councils should look upon existing school district boundary lines as neither a good nor evil.

   The councils' primary concern should be that changes benefit the individual students in employment oriented and academic education.

6. The County Council members should be paid, with the President of the Council receiving more pay than other members.

   The rate of pay should be both determined and periodically adjusted by the General Assembly. It is further recommended the rate of pay be correlated with the population of the county. The men who make up a Council of Education will have broad responsibility, and will be in time-consuming positions.

7. A county apportionment board should be established for the purpose of drawing the single member district boundary lines upon which the County Councils will be elected.

   This board should be composed of the County Prosecutor who has knowledge of the legal requirements and limitations; the County Engineer who has knowledge of local physical features and boundaries which may be involved, and one person to be selected by the State Superintendent of Public Instruction.

The apportionment board should follow guidelines set up by the State Attorney General, which should be standard and statewide. The board should redetermine these districts when new federal census figures become available.

8. In the first election, the majority of the County Council members should be elected for one year terms, the remainder for terms of two years. Following that, the Council members would be elected for two year terms.

The Task Force felt incoming council members should have the benefit of experience from older members in terms of service. The two year term was selected because the Task Force felt this would keep the membership on the Council attuned to the needs of the students and voters they would serve.

9. The Governor of Ohio should appoint interim County Council of Education members to function until membership can be elected by popular vote.

- The Task Force feels a date should be set, the Councils seated and existing County Boards of Education dissolved. This action should be taken as soon as possible because the needs of employment-oriented education and other problems are

pressing and call for immediate attention. The Governor's appointments should be made on a non-partisan basis. The appointees may or may not be inclined to run for the office to which they are appointed. The appointed council would not have the power to levy taxes. The appointed council would be dissolved when an elected council is seated.

10. Immediate steps must be taken by the State Superintendent of Public Instruction to establish regional service districts.

MAP #4 shows a regional service district concept outlined in a recent Battelle Memorial Institute study. The Battelle plan was modified only slightly.

The first task of officials of such a district should be to make a study of physical space utilization within the existing school buildings, and to recommend improvements in utilization to accomodate present uses and an employment-oriented education system.

The regional service district personnel should also assist the local schools in purchasing, transportation, data processing and any other aspect of education administration or program which would benefit the students and taxpayers of the included counties.

11. The State Department of Education and local districts should implement provisions approved by the Practitioner Panel in the Little Hoover Commission report on Education as early as possible.

In order to restore voter confidence in the education system they control, the system must be operated in as efficient a manner as possible.

12. The organization of Joint Vocational School districts must be continued only on a countywide or multi-county basis.

Members of the Task Force feel some of the present Joint Vocational School Districts have been formed in such a way as to exclude students who need the programs offered. The Task Force feels this is unfair to those students, and does not provide them with equal educational opportunity. Consequently, the formation of those districts under the present system must be stopped, and any new districts formed must include all school systems within the county or counties. If necessary, legislation must be enacted to insure this.

The Task Force also recognized that in some areas comprehensive high schools (offering both vocational programs and academic programs) may be the most advantageous for the student. In these cases, the remodeling or construction of comprehensive high schools should be encouraged.

The Task Force feels the possibilities of construction of high schools with heavy academic emphasis in a campus complex with an existing Joint Vocational School should not be overlooked. In some counties both comprehensive high schools and vocational centers will be needed.

13. The Superintendent of Public Instruction and the Chancellor of the Board of Regents should be given the power to license private schools and to contract with them for services to students.

    The Task Force feels this could help relieve the student load on the state and locally supported institutions. Care must be taken when drawing up qualifications for licensing to assure that proper educational standards are maintained by approved private institutions.

14. A statewide educational television network should be completed to assist in employment-oriented instruction.

    The Task Force feels such a system would have many benefits not only in classroom instruction but in re-orientation of teachers. The Department of Education and the Board of Regents should combine efforts to assure that useful programming is available on this network.

WE FACE A CRISIS ...

SOLUTIONS ... PROGRAMS ...

Education can only be made relevant to the individual student through sweeping changes in program emphasis. We must make a genuine statewide commitment to programs leading to employment. This may well mean partial restructuring of the curriculum at each public university, branch and community college, as well as in our elementary and secondary schools.

This does not mean we throw away all existing programs but it does mean we re-evaluate programs and give greater emphasis to employment-related courses and curriculum offerings. It also means we subordinate cultural and social enrichment programs to the employment-related courses that will assure to every Ohio boy or girl, man or woman the training he or she needs for a job or a better job.

The existing programs in Technical Education seem to be adequate; however, they should be constantly updated and modified and expanded to fit the needs of individual students and the local community.

Many programs from kindergarten through high school require changing.

Consequently the TasKForce recommends:

1. Emphasis should be officially placed on employment-oriented education in Ohio.

   The Governor should inform the Ohio General Assembly that the first priority of education in Ohio is in the preparation of individual Ohioans for employment and that this preparation should be equally available to all Ohioans. The General Assembly should enact the needed legislation.

2. The State Superintendent of Public Instruction should be assigned responsibility for directing the course of employment-oriented education from first grade through high school.

   The curriculum should include the general philosophy of and respect for the world of work, the first six grades; orientation and experience in grades 7 and 8; guide to occupational choice in grades 9 and 10; and specific preparation for a job including work experience, or further goal-centered education in grades 11 and 12.

3. An employment-oriented program should be designed and localized to guarantee equal availability, recognizing problems and areas of employment need.

   The Superintendent should draw up the guidelines, his office conducting necessary research and keeping in mind the following points.

a) The needs of the individual student.

b) The needs of the local community.

c) A necessity for adequate student testing, evaluation and counseling.

d) Placement services must be provided for students and graduates.

e) Provisions for special programs for special cases.

f) Instructors must have had recent actual work experience in the fields in which they are teaching.

g) Before graduation the student should do actual work in the field he is studying, through a local employer.

h) Industry and employers must cooperate closely with the schools both in forming the necessary programs and in implementing them.

i) A realistic minimum class size and number of units offered must be set.

j) Educational television and computerized teaching can be invaluable tools in this type of teaching. They should be utilized to the fullest extent possible.

The Superintendent should inform the Legislature of any additional powers his office needs to implement the program and the General Assembly should grant him those necessary powers.

4. Vocational education facilities should be made available for students at least 18 hours per day a minimum of 300 days per year.

The Task Force feels that this schedule would make facilities available to two or three times as many students as are served under the present school hours and calendar in effect in most districts.

5. Protective laws governing employment of children must be so implemented as to encourage students to get work experience under school jurisdiction.

   The Task Force feels work experience, under proper supervision is a necessary part of employment orientation.

6. Basic education must be emphasized.

   Too many employers reported to the Task Force that graduates currently applying for jobs do not have an adequate working knowledge of English, mathematics or other basic courses.

7. The Task Force recommends that each student's college potential be taken into consideration when formulating an employment-oriented educational program.

   The Task Force feels that a student must have the right to go to college should he so desire. It must be possible for a student to

receive studies needed for enrollment in an Ohio college should he change his mind while taking a vocational course.

8. There will need to be considerable teacher retraining and re-orientation.

Some present general course teachers may not be qualified to teach in an employment-oriented course. The Board of Regents and Department of Education must be ready to cooperate in retraining and re-orientation programs. Loans, grants, and special courses should be available. When possible this special training should be done in the teacher's own community.

9. Standards of certification must be changed.

The changes should be made in such a way that a person presently employed in a trade can become a teacher in a vocational course with a minimum of formal education training. The Task Force fully recognizes a need to protect the

current academic teachers from being adversely affected in any way by such certification changes.

10. Adequate emphasis must be placed on the use of teaching devices in the program.

    Television sets, tape recorders, motion picture projectors, overhead projectors and computerized learning machines must be as common in the new program as blackboard and chalk. A new dimension in education should not start with antiquated teaching equipment.

11. Colleges and universities should encourage students to become vocational or technical education teachers.

    There will be a growing need for them.

12. Adequate programs should be provided for: (1) adults who wish vocational education; (2) the handicapped; and (3) returning veterans.

    The Task Force feels individuals in these groups can make significant contributions to the economy of Ohio by thorough training and retraining.

13. Adequate financial assistance must be available from the state to assist those who want to participate in the programs but do not have financial resources to pay their share of the cost.

The Task Force feels the student loan and grant programs must be expanded so that there is truly educational opportunity for all.

14. Pilot projects relating to day care centers for children of parents in job training or jobs should be started.

The Superintendent of Public Instruction along with the Directors of Employment Services, Urban Affairs and Welfare should examine the need and availability of funding. They should also cooperate with the Legislative committee considering day care legislation. The superintendent and various directors concerned should be cautious in the pilot projects so they do not degenerate into tax subsidized baby sitting centers.

15. All jobs result from Research and Development.

Ohio must proceed rapidly with construction of the new Transportation Research Center. The Task Force feels Ohio must take immediate steps to implement other plans for new Research and Development Centers in Ohio, several of which are proposed in connection with our institutions of higher education.

WE FACE A CRISIS ...

SOLUTIONS ... FINANCE ...

As in all things pertaining to people and government the Task Force recognizes the importance of money. The group searched, reviewed and analyzed both existing and optional sources of tax revenue, recognizing the disparity of wealth throughout Ohio as well as the extremes in local effort, and came to conclusions on taxation which will raise needed funds and still keep overall tax rates at the lowest level of any industrial state. It calls for changing the balance on taxes by shifting some of the burden from consumers to business and income. Limited property tax relief is suggested.

The Task Force recommends:

1. All education property taxes should be levied and collected using a countywide tax duplicate and should be distributed through the County Council of Education, or County Budget Commission (interim) on an equal dollar-amount-per-pupil basis. (Effective 1-1-72)

   The Task Force feels this will equalize per pupil tax resources and tax yield for education within the individual counties. This would

also relieve the disparity between the rich and poor school districts within each county. The Task Force feels strongly this system would provide more nearly equal educational opportunities within each county and with state aid would provide substantially equal opportunity statewide.

2. A gross retail receipts tax of one percent should be levied by the state and earmarked for education. (Effective 1-1-70)

   This will raise an estimated $110,000,000 per year.

3. The General Assembly should raise the average public utility tax rate to 4 percent from the current average of 3 percent. (Effective 7-1-69)

   This will raise an estimated $22 million per year.

4. A portion of the utilities tax should be reserved by the Legislature for repayment of revenue bonds used to finance construction of educational facilities. (Effective 7-1-69)

   This the Task Force feels will supply the stable tax base needed for such financing. Any amount not used for construction could be used as part of the state's share of the operating cost for the employment-oriented education programs.

5. County Councils should be given the authority to levy a county income tax for education at their discretion. (Effective 1-1-74)

A county-by-county list of estimated per school age pupil income is included as Table 2 following the text of this report. Such a tax would assist greatly in providing funds for an employment-oriented education.

6. Until the County Councils are elected, the County Commissioners should be given authority to levy county income taxes with at least one-half set aside for educational purposes. (Effective 1-1-70)

The Task Force fully realizes that many existing school districts face an immediate financial crisis, and believes this would help finance both capital and operational needs for schools, and also would assist the counties in their operational financing. Such a tax would continue in effect after the Councils were elected.

7. Educational operating money raised both statewide and countywide by the above measures should be distributed to school districts based on the number of school age children, public and non-public, residing in the districts. (Effective 1-1-70)

The Task Force believes this is the best method of distribution of these funds, since the income tax will be collected without regard to type of school. This money should be used, as needed, with priority on secular classroom teachers' salaries.

8. The Legislature should raise the minimum school operating tax millage requirements for state aid from 17.5 mills to at least 25 mills to provide employment-oriented education for all Ohioans. (Effective 7-1-72)

The Task Force feels the current level of minimum tax millage required for state assistance to be too low to provide for an adequate comprehensive education. The Legislature should periodically review this level to assure that funds are available for adequate education.

9. Money raised through income taxes earmarked for education should be permitted as a means of partially replacing property taxes which might be necessary when the minimum millage effort is set by the Legislature. (Effective 1-1-70)

The Task Force feels a formula can be devised to compute the millage effort represented by

income from a county income tax and a combination of millage and income tax should be allowed in counties that chose this alternative. This education income tax could be applied as a substitute for a property tax millage increase.

10. Any income taxes adopted for education by the County Commissioners or the County Council of Education must have no effect on the municipal income taxes in effect now or in the future. (Effective 1-1-70)

While education needs a strong tax base, the Task Force realizes the need of municipalities and other units of local government for money to meet their responsibilities.

11. Between now and the time when the County Councils of Education take office, the school districts should continue to have the option of going above state prescribed minimums on real and personal property taxes.

The Task Force feels new tax sources might not provide revenue quickly enough to

relieve the present financial pressure on some of the individual school districts.

12. Each county should adopt a single income tax return form that would include at least: (a) The current local rate for a political subdivision or municipality; (b) the rate assigned by the county commissioners for countywide government purposes; and (c) the rate earmarked for education. (Effective 1-1-70) (Permissive)

    The Task Force feels this would provide the taxpayer with a clear picture of the use of his income tax money and would reduce both payment and collection expense.

13. The county budget commission should lower property tax millage rates in districts of unreasonably high tax effort where possible. (Effective 7-1-72)

    The Task Force feels the State Legislature might adopt guidelines to assist the budget commissions in their deliberations on this matter. After countywide tax duplicates are adopted for education there should be possible millage reductions to a more uniform county rate.

14. State funds for construction of vocational facilities should be distributed on a basis of need. (Effective 7-1-72)

The Task Force feels that in some cases, local school districts do not have the tax resources to finance such construction. Therefore, the state should shoulder more of the responsibility in these "poor" areas and less in "wealthy"areas. The State Superintendent of Public Instruction should establish guidelines for determining needs.

15. Operational funds should be distributed to the counties solely on a basis of need. Starting with the 1972-73 school year. (Effective 7-1-72)

The State Superintendent of Public Instruction should establish a per student dollar amount needed for an adequate program including employment-oriented education. State money should be distributed in a way that would assure each county having the basic dollar amount needed for the adequate education of all students living within that county. County Councils could provide funds from local sources, above that basic dollar amount should they so desire.

16. Technical and Vocational Education construction funds should (beyond current availability) be made available through revenue bonds. (Effective 7-1-69)

The Task Force feels this is the most economical method of financing at the present time. Interest costs are more than offset by savings on construction costs and availability of facilities.

17. Eventually operating costs of the 2-year technical and academic education facilities should be shared on an equal basis by the state, students, and the county of student residence. (Effective 7-1-72)

Since all three will benefit from the students' education, all three should share in the cost of his education.

18. Ohioans should be given first priority for higher education programs. (Effective 7-1-69)

The Task Force feels that since Ohio tax money is the primary source for funds for the programs, the education of Ohioans should be the primary objective of the programs. The Board of Regents should adopt new, specific criteria for out-of-state enrollment.

19. The Superintendent of Public Instruction should immediately undertake a study of needs for employment-oriented education. (Effective 1-15-69)

The Task Force feels such aspects as space

utilization, need for programs in specific areas, need for capital construction based on a comprehensive high school concept, and other significant factors should be taken into consideration.

The Superintendent should report the financial needs to the Legislature for action at the earliest possible date. The Superintendent should be prepared to provide the programs within the financial limits he has set.

20. Funds from State Issue #1 should be allocated on a priority basis: (1) For construction in the eight major metropolitan areas and other metropolitan counties; (2) for the Joint Vocational Districts which have voted their share of support necessary; and (3) any other needed facilities.
(Effective 7-1-69)

The Task Force feels this would utilize most of the money in areas where the need is greatest. It would also assist those areas where the voters in the local communities have recognized their responsibility to provide an employment-oriented education. A specific schedule of priorities to guarantee statewide availability should be established.

The following information is presented in the form received from various sources. Prior to legislative action, each set of figures will be verified and may be subject to change.

TABLE I

REAL AND PERSONAL PROPERTY TAX YIELD PER PUPIL BY COUNTY 1968

Adams	$ 7,059	Darke	$12,993
Allen	15,851	Defiance	13,695
Ashland	13,703	Delaware	12,797
Ashtabula	16,217	Erie	16,314
Athens	12,724	Fairfield	12,121
Auglaize	12,623	Fayette	14,586
Belmont	14,258	Franklin	14,348
Brown	7,611	Fulton	14,378
Butler	14,351	Gallia	19,392
Carroll	12,567	Geauga	10,651
Champaign	12,144	Greene	9,328
Clark	11,392	Guernsey	11,139
Clermont	9,582	Hamilton	20,941
Clinton	11,589	Hancock	14,819
Columbiana	9,884	Hardin	13,885
Coshocton	18,880	Harrison	16,859
Crawford	15,962	Henry	16,812
Cuyahoga	20,429	Highland	10,552

REAL AND PERSONAL PROPERTY TAX YIELD PER PUPIL BY COUNTY 1968

Hocking	$11,155	Miami	$12,084
Holmes	11,605	Monroe	31,115
Huron	12,374	Montgomery	14,938
Jackson	8,132	Morgan	12,961
Jefferson	23,207	Morrow	10,783
Knox	13,986	Muskingum	12,859
Lake	13,367	Noble	11,215
Lawrence	8,632	Ottawa	14,510
Licking	12,049	Paulding	12,501
Logan	12,987	Perry	8,392
Larian	13,549	Pickaway	16,723
Lucas	17,355	Pike	7,302
Madison	14,214	Portage	10,310
Mahoning	17,193	Preble	9,711
Marion	14,517	Putnam	12,305
Medina	10,554	Richland	14,737
Meigs	6,534	Ross	12,879
Mercer	11,017	Sandusky	15,130

REAL AND PERSONAL PROPERTY TAX YIELD PER PUPIL BY COUNTY 1968

Scioto	$11,966
Seneca	15,987
Shelby	13,482
Stark	15,402
Summit	15,799
Trumbull	16,406
Tuscarawas	12,445
Union	14,652
Van Wert	16,107
Vinton	9,185
Warren	8,632
Washington	18,268
Wayne	13,990
Williams	15,009
Wood	15,925
Wyandot	15,278

TABLE II

ESTIMATED TAXABLE INCOME PER PUPIL *

Adams	$ 6,404	Darke	$ 9,113
Allen	15,161	Defiance	13,921
Ashland	12,290	Delaware	9,728
Ashtabula	12,075	Erie	13,792
Athens	11,673	Fairfield	10,150
Auglaize	12,400	Fayette	10,701
Belmont	10,815	Franklin	15,745
Brown	6,123	Fulton	11,297
Butler	14,615	Gallia	7,625
Carroll	7,525	Geauga	8,737
Champaign	9,609	Greene	6,331
Clark	12,238	Guernsey	11,935
Clermont	4,791	Hamilton	19,766
Clinton	10,390	Hancock	13,240
Columbiana	12,601	Harden	7,169
Coshocton	14,486	Harrison	11,963
Crawford	12,702	Henry	12,047
Cuyahoga	21,084	Highland	12,687

ESTIMATED TAXABLE INCOME PER PUPIL

Hocking	$ 8,791	Miami	$12,223
Holmes	7,834	Monroe	17,622
Huron	12,072	Montgomery	19,338
Jackson	8,223	Morgan	9,033
Jefferson	16,126	Morrow	8,090
Knox	12,972	Muskingum	12,200
Lake	10,603	Noble	8,209
Lawrence	8,719	Ottawa	11,568
Licking	12,206	Paulding	7,261
Logan	8,367	Perry	7,069
Lorain	12,846	Pickaway	10,659
Lucas	17,231	Pike	6,749
Madison	8,118	Portage	9,945
Mahoning	15,977	Preble	6,982
Marion	14,667	Putnam	7,794
Medina	7,540	Richland	16,196
Meigs	6,681	Ross	12,938
Mercer	9,862	Sandusky	11,157

ESTIMATED TAXABLE INCOME PER PUPIL

Scioto	$23,177
Seneca	12,418
Shelby	12,018
Stark	15,775
Summit	16,751
Trumbull	15,307
Tuscarawas	12,782
Union	9,703
Van Wert	11,338
Vinton	5,928
Warren	5,289
Washington	11,604
Wayne	12,492
Williams	13,380
Wood	14,477
Wyandot	8,942

* Estimated taxable income includes:
  1) Gross Corporate Profits
  2) Wages and salaries
  3) Farm Income
  4) Unincorporated Business Income
  5) Other

NOTE: Wages and salaries are reported in the county where they are earned.

Note: The following recommended vocational districts should be considered as possible groupings. The Division of Vocational Education is currently working on specific groupings which, in some cases, may be different from these recommendations. The final decision on groupings should rest with the Superintendent of Public Instruction.

RECOMMENDED VOCATIONAL DISTRICTS

-1975-

District No.	County	County Population	District Population
1.	Cuyahoga	1,733,300	1,733,300
2.	Hamilton	940,200	940,200
3.	Franklin	830,100	
	Madison	30,400	860,500
4.	Montgomery	585,000	
	Miami	84,600	
	Darke	49,300	
	Preble	36,200	755,100
5.	Summit	568,100	
	Portage	114,100	682,200
6.	Lucas	492,300	
	Wood	83,600	
	Ottawa	38,500	614,400
7.	Stark	375,200	
	Carroll	21,700	396,900
8.	Mahoning	311,900	311,900
9.	Butler	219,400	
	Warren	90,100	309,500
10.	Lake	200,100	
	Geauga	64,200	264,300

RECOMMENDED VOCATIONAL DISTRICTS

-1975-

District No.	County	County Population	District Population
11.	Lorain	259,000	259,000
12.	Trumbull	237,400	237,400
13.	Richland	133,300	
	Ashland	43,700	177,000
14.	Muskingum	83,700	
	Guernsey	39,100	
	Perry	27,900	150,700
15.	Clark	150,400	150,400
16.	Tuscarawas	82,100	
	Coshocton	33,300	
	Holmes	23,300	138,700
17.	Erie	80,000	
	Huron	53,200	133,200
18.	Defiance	35,700	
	Fulton	32,700	
	Williams	32,100	
	Henry	27,800	128,300
19.	Greene	123,400	123,400
20.	Allen	116,200	116,200

RECOMMENDED VOCATIONAL DISTRICTS

-1975-

District No.	County	County Population	District Population
21.	Belmont	82,000	
	Harrison	18,300	
	Monroe	15,500	115,800
22.	Auglaize	40,200	
	Shelby	38,000	
	Mercer	36,400	114,600
23.	Columbiana	111,300	111,300
24.	Licking	108,500	108,500
25.	Ashtabula	104,500	104,500
26.	Jefferson	101,200	101,200
27.	Clermont	99,100	99,100
28.	Hancock	62,000	
	Hardin	30,700	92,700
29.	Jackson	31,400	
	Gallia	27,000	
	Meigs	22,400	
	Vinton	10,200	91,000
30.	Marion	67,300	
	Morrow	21,600	88,900
31.	Wayne	86,700	86,700

RECOMMENDED VOCATIONAL DISTRICTS

-1975-

District No.	County	County Population	District Population
32.	Ross	66,100	
	Pike	20,400	86,500
33.	Scioto	85,100	85,100
34.	Medina	82,500	82,500
35.	Washington	57,600	
	Morgan	13,000	
	Noble	11,100	81,700
36.	Putnam	31,000	
	Van Wert	30,300	
	Paulding	18,200	79,500
37.	Crawford	53,100	
	Wyandot	23,500	76,600
38.	Fairfield	73,300	73,300
39.	Athens	51,900	
	Hocking	21,200	73,100
40.	Pickaway	42,200	
	Fayette	26,800	69,000
41.	Logan	36,600	
	Champaign	31,800	68,400

RECOMMENDED VOCATIONAL DISTRICTS

-1975-

District No.	County	County Population	District Population
42.	Seneca	65,400	65,400
43.	Clinton	34,100	
	Highland	31,200	65,300
44.	Sandusky	64,700	64,700
45.	Delaware	40,200	
	Union	24,400	64,600
46.	Lawrence	60,500	60,500
47.	Brown	26,500	
	Adams	20,100	46,600
48.	Knox	42,100	42,100

TECHNICAL EDUCATION CENTERS-CAPITAL EXPENDITURES

UNDER TASK FORCE PROPOSALS

Northeastern Ohio	Capacity Present Plans	Capacity Task Force Proposals	Cost
Akron	3,500	8,500	$ 5,000,000 **
Ashtabula	200	1,200	1,000,000 **
Cuyahoga Community College	5,000	15,000	10,000,000 **
Canton		6,000	(2,000,000 * (4,000,000 **
Columbiana	300	3,300	(2,000,000 * (1,000,000 **
Lakeland	500	4,500	2,000,000 **
Tuscarawas	300	500	200,000 **
Trumbull	300	500	200,000 **
Wayne		2,000	3,000,000 *
Youngstown	500	8,000	7,500,000 *
			$ 41,900,000

TECHNICAL EDUCATION CENTERS-CAPITAL EXPENDITURES

UNDER TASK FORCE PROPOSALS

Northwest Ohio	Capacity Present Plans	Capacity Task Force Proposals	Cost
Seneca		500	$ 1,500,000 *
Firelands	200	1,200	1,000,000 **
Four County	400	2,000	2,000,000 **
Penta County	600	4,600	(2,000,000 * (2,000,000 **
Lima	500	2,000	1,500,000 **
Toledo	3,600	8,600	5,000,000 **
			$ 15,000,000

TECHNICAL EDUCATION CENTERS-CAPITAL EXPENDITURES

UNDER TASK FORCE PROPOSALS

Central Ohio	Capacity Present Plans	Capacity Task Force Proposals	Cost
Columbus	1,500	7,500	$ 6,000,000 **
Lancaster	200	400	200,000 **
Mansfield	1,200	2,300	1,500,000 **
Newark	200	1,200	1,000,000 **
			$ 8,700,000

TECHNICAL EDUCATION CENTERS-CAPITAL EXPENDITURES

UNDER TASK FORCE PROPOSALS

Southeastern Ohio	Capacity Present Plans	Capacity Task Force Proposals	Cost
Belmont	200	1,200	$ 1,000,000 **
Chillicothe	200	2,200	2,000,000 **
Jefferson County	1,000	2,000	1,000,000 **
Portsmouth	300	500	200,000 **
Zanesville	200	1,200	1,000,000 **
			$ 5,200,000

TECHNICAL EDUCATION CENTERS-CAPITAL EXPENDITURES

UNDER TASK FORCE PROPOSALS

Southwestern Ohio	Capacity Present Plans	Capacity Task Force Proposals	Cost
Blue Ash-Clairmont	500	3,000	$ 2,500,000 **
Clark Co.	1,000	2,500	1,500,000 **
Hamilton	500	1,500	1,000,000 **
Middletown	1,000	1,500	500,000 **
Sinclair Community College	2,700	10,000	1,000,000 *
			$ 6,500,000
TOTALS	36,000	110,900	$ 77,300,000
Est. Federal Funds Available			$ 22,500,000
Funds Available From State Issue #1			20,000,000
			$ 42,500,000
Need for funds from State Revenue Bonds			$ 34,800,000

* FROM STATE ISSUE #1

** FROM STATE REVENUE BONDS

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
1.	Allen	116,200	29,695
	Defiance	35,700	10,154
	Erie	80,000	21,435
	Fulton	32,700	9,587
	Hancock	62,000	16,420
	Hardin	30,700	7,169
	Henry	27,800	7,623
	Huron	53,200	14,220
	Lucas	492,300	122,966
	Ottawa	38,500	10,589
	Paulding	18,200	5,589
	Putnam	31,000	9,904
	Sandusky	64,700	17,781
	Seneca	65,400	18,433
	Van Wert	30,300	7,833
	Williams	32,100	9,032
	Wood	83,600	21,380
		1,294,400	339,810

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
2.	Cuyahoga	1,733,300	442,041
	Lorain	259,000	73,068
		1,992,300	515,109
3.	Ashtabula	104,500	26,358
	Geauga	64,200	18,186
	Lake	200,100	54,507
		368,800	99,051
4.	Columbiana	111,300	23,369
	Mahoning	311,900	78,169
	Trumbull	237,400	62,146
		660,600	163,684
5.	Medina	82,500	23,154
	Portage	114,100	27,768
	Summit	568,100	144,585
	Wayne	86,700	21,928
		851,400	217,435

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
6.	Carroll	21,700	5,552
	Coshocton	33,300	8,546
	Holmes	23,300	5,113
	Stark	375,200	94,150
	Tuscarawas	82,100	20,395
		535,600	133,756
7.	Ashland	43,700	10,752
	Crawford	53,100	15,770
	Knox	42,100	10,301
	Marion	67,300	16,052
	Morrow	21,600	5,965
	Richland	133,300	34,729
	Wyandotte	23,500	6,070
		384,600	99,639

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
8.	Auglaize	40,200	10,750
	Champaign	31,800	8,315
	Clark	150,400	39,512
	Darke	49,300	13,164
	Greene	123,400	33,992
	Logan	36,600	10,818
	Mercer	36,400	10,879
	Miami	84,600	22,698
	Montgomery	585,000	155,168
	Preble	36,200	9,695
	Shelby	38,000	10,785
		1,211,900	325,776

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
9.	Delaware	40,200	10,780
	Fairfield	73,300	20,336
	Fayette	26,800	6,437
	Franklin	830,100	205,446
	Licking	108,500	28,637
	Madison	30,400	7,143
	Pickaway	42,200	9,326
	Union	24,400	6,946
		1,175,900	295,051

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
10.	Belmont	82,000	10,815
	Guernsey	39,100	8,595
	Harrison	18,300	4,437
	Jefferson	101,200	25,383
	Monroe	15,500	4,012
	Morgan	13,000	3,525
	Muskingum	83,700	20,202
	Noble	11,100	2,724
	Perry	27,900	7,367
	Washington	57,600	14,680
		449,400	101,740

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
11.	Adams	20,100	4,672
	Brown	26,500	6,598
	Butler	219,400	57,094
	Clermont	99,100	29,858
	Clinton	34,100	8,646
	Hamilton	940,200	237,570
	Highland	31,200	7,198
	Warren	90,100	25,005
		1,460,700	376,641

RECOMMENDED EDUCATIONAL DISTRICTS

District No.	County	County Population	School Population
12.	Athens	51,900	9,706
	Gallia	27,000	6,005
	Hocking	21,200	5,251
	Jackson	31,400	7,372
	Lawrence	60,500	15,287
	Meigs	22,400	5,279
	Pike	20,400	5,509
	Ross	66,100	15,509
	Scioto	85,100	20,790
	Vinton	10,200	2,515
		396,200	93,223

RECAPITULATION OF RECOMMENDED EDUCATIONAL DISTRICTS

	COUNTY POPULATION	SCHOOL POPULATION
District No. 1	1,294,400	339,810
No. 2	1,922,300	515,109
No. 3	368,800	99,051
No. 4	660,600	163,684
No. 5	851,400	217,435
No. 6	535,600	133,756
No. 7	384,600	99,639
No. 8	1,211,900	325,776
No. 9	1,175,900	295,051
No.10	449,400	101,740
No.11	1,460,700	376,641
No.12	396,200	93,223
	10,711,800	2,760,905

EXHIBIT 1

OHIO SCHOOL DISTRICTS 1968

EXHIBIT 2

OHIO SCHOOL DISTRICTS 1968

COUNTYWIDE AVERAGE VALUATION PER PUPIL

OHIO SCHOOL DISTRICTS 1968

ESTIMATED TAXABLE INCOME* PER PUPIL

*Estimated taxable income includes:

1) Gross Corporate Profits,

2) Wages and salaries,

3) Farm Income,

4) Unincorporated Business Income,

5) Other.

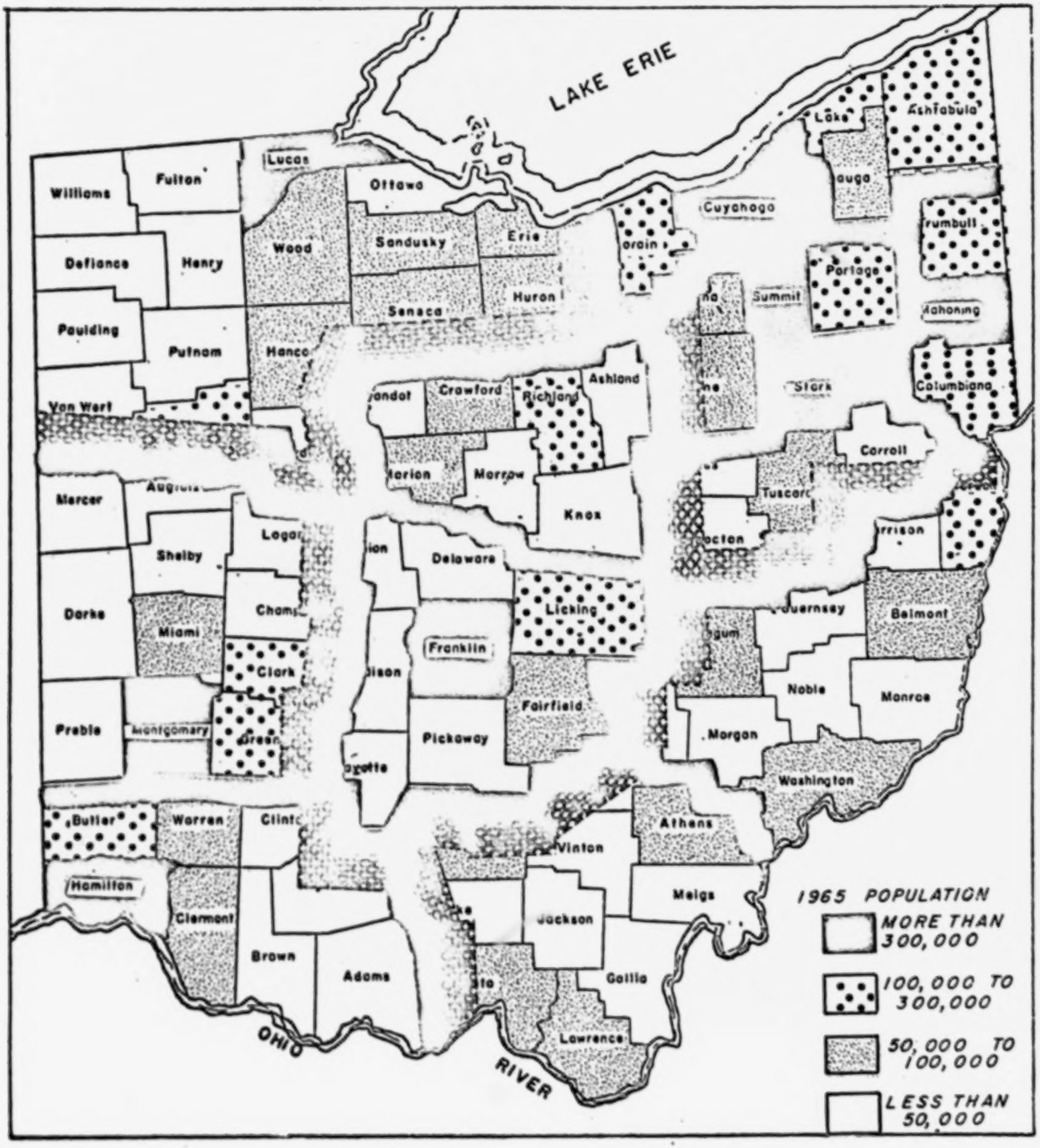
LEGEND

PER PUPIL VALUATION

- 0
- $1 - $5,000
- $5,001 - $10,000
- $10,001 - $15,000
- $15,001 - $20,000
- $20,001 - $30,000
- $30,001 - AND OVER

EXHIBIT 4

PROPOSED UNIVERSITY COLLEGE DISTRICTS



PROPOSED REGIONAL SERVICE DISTRICTS

PROPOSED UNIVERSITY COLLEGE DISTRICTS

HIGHER EDUCATION FACILITIES

LEGEND

T — TECHNICAL INSTITUTES
2 — TWO YEAR BRANCHES
4 — FOUR YEAR UNIVERSITIES
M — MEDICAL SCHOOLS
RD — RESEARCH-DEVELOPMENT CENTERS

PROPOSED
VOCATIONAL EDUCATION DISTRICTS

PROPOSED
REGIONAL SERVICE DISTRICTS

PROPOSED
UNIVERSITY-COLLEGE REGIONS

RECOMMENDED
TECHNICAL EDUCATION DISTRICTS